



Leeds Trinity  
University

# **PRIMARY PGCE (QTS) School Experience Handbook Stages 1, 2 and 3**

**Early Years and Later Years  
University-led**

**2025-2026**

# Contents

<b>1. The Curriculum</b>	<b>5</b>
1.1 Vision and Values of the Post Graduate Certificate of Education Programme (PGCE)	5
1.2 Curriculum Intent	5
1.3 Curriculum Implementation	5
1.4 Race Equity	6
1.5 Curriculum Domains	7
1.6 Intensive Training and Practice	7
1.7 Supporting Pupils with Special Needs and Disabilities	8
1.8 Curriculum Impact	8
<b>2. Curriculum Overview</b>	<b>10</b>
2.1 Primary PGCE Curriculum Structure	0
2.2 Subject Knowledge and Applied Pedagogy (SKAP) – Core Subjects	0
2.3 Subject Knowledge and Applied Pedagogy (SKAP) – Foundation Subjects	2
2.4 Professional Studies	4
2.5 Research Literacy	4
<b>3. School Experience</b>	<b>6</b>
3.1 The Core Competencies and Teachers’ Standards	6
3.2 Expectations for Professional Conduct on School Experience: Guidance for Students	6
<b>4. Support on School Experience</b>	<b>9</b>
4.2 Lead Mentor Compliance Checks	13
4.3 Where can you get help on School Experience?	13
4.4 Managing Workload on School Experience	13
<b>5. School Experience Documentation and Processes</b>	<b>17</b>
5.1 Abyasa Pro	17
5.2 OneDrive Working Folder	17
5.3 The Development Record	17
5.4 The Weekly Meeting	18
5.5 Guidance on Paired School Experiences	20
5.6 What if Things Do Not Go to Plan: The Support Plan	20
5.7 The Termination of School Experience	22
<b>6. Assessment of School Experience</b>	<b>23</b>
6.1 Assessment Processes Overview	24
6.2 Final Assessments	25
6.3 The Final Award of Qualified Teacher Status (QTS)	25
<b>7. Learning as a Student in School</b>	<b>26</b>
7.1 Observation Etiquette	26
7.2 What should you focus on in an Observation?	26
<b>8. Academic and Pastoral Support</b>	<b>27</b>

## Introduction

This handbook is written for students, class teachers, school mentors, ITT coordinators and lead mentors. It provides a comprehensive overview of the Primary PGCE programme and the curriculum that is delivered at both the University and in school.

The content presented here should be read in conjunction with the following handbooks:

- Primary PGCE School Experience Expectations and Directed Tasks
- Primary PGCE Development Record
- Intensive Training and Practice Handbook

Whilst this content booklet refers to students, the information will relate to all aspects of the programme. It thus should be essential reading for Lead Mentors and all expert colleagues based in school. The content will be revisited during School Mentor and Lead Mentor training sessions and will be summarised in weekly **Curriculum Connections** video updates.

### The Programme Team

<b>Dr Aimee Quickfall</b>	<ul style="list-style-type: none"><li>• Head of Teacher Education</li></ul>
<b>Alison Griffiths</b>	<ul style="list-style-type: none"><li>• Deputy Head of School (Primary PGCE Programme Lead)</li></ul>
<b>Anna Park</b>	<ul style="list-style-type: none"><li>• University-led and Delivery Partner (Local) Cohort Lead</li></ul>
<b>David Snowdon</b>	<ul style="list-style-type: none"><li>• Delivery Partner (Distance) Cohort Lead</li></ul>
<b>Dr Naziya O'Reilly</b>	<ul style="list-style-type: none"><li>• Level 7 Module Leader</li></ul>

### Assessment at a Glance

<b>Module</b>	<b>Assessment</b>	<b>Date/Period</b>
<b>PED 7323: Supporting Individual Needs</b>	6,000-word portfolio	January
<b>PED 7313: Developing Assessment Literacy</b>	6,000-word portfolio	April /May
<b>Qualified Teacher Status</b>	Assessment Stages 1 & 2 based on meeting the Core Competencies  Summative Assessment Stage 3 based on the Teachers' Standards	Stage 1: December  Stage 2: March/April  Stage 3: June
<b>Subject Knowledge and Applied Pedagogy</b>	Development Record and Subject Audits	Ongoing

## Primary PGCE Indicative Calendar 2025-26

	Date	Monday	Tuesday	Wednesday	Thursday	Friday
6	1/09			LTU	Induction	Induction
7	8/09	SKAP (E/M/S)	L7: PED7323	Prof Studies	SKAP Wider Curriculum	LTU
8	15/09	SKAP (E/M/S)	L7: PED7323	Prof Studies	SKAP Wider Curriculum	LTU
9	22/09	SKAP (E/M/S)	L7: PED7323	Prof Studies	SKAP Wider Curriculum	LTU
10	29/09	SKAP (E/M/S)	L7: PED7323	Prof Studies	SE 1	SE 1
11	6/10	SKAP (E/M/S)	L7: PED7323	Prof Studies	SE 1	SE 1
12	13/10	SE 1	SE 1	SE 1	SE 1	SE 1
13	20/10	SE 1	SE 1	SE 1	SE 1	SE 1
14	27/10	Half term	Half term	Half term	Half Term	Half term
15	3/11	LTU ITAP	L7: PED7323	ITAP School	ITAP School	LTU ITAP
16	10/11	SE 1	SE 1	SE 1	SE 1	SE 1
17	17/11	SE 1	SE 1	SE 1	SE 1	SE 1
18	24/11	SE 1	SE 1	SE 1	SE 1	SE 1
19	1/12	SKAP (E/M/S)	L7: PED7323	ITAP School	ITAP School	Critical Panel
20	08/12	SE 1	SE 1	SE 1	SE 1	SE 1
21	15/12	SE 1	SE 1	SE 1	SE 1	SE 1
22	22/12					
23	29/12					
24	5/01	SKAP (E/M/S)	L7: PED7313	Prof Studies	SKAP Wider Curriculum	LTU
25	12/01	SKAP (E/M/S)	L7: PED7313	Prof Studies	SKAP Wider Curriculum	SE 2
26	19/01	SE 2	SE 2	SE 2	SE 2	SE 2
27	26/01	SE 2	SE 2	ITaP	SE 2	SE 2
28	02/02	SE 2	SE 2	SE 2	SE 2	SE 2
29	9/02	ITAP2 L7: PED7313	ITAP 2L7: PED7313	ITAP School	ITAP School	ITAP 2 L7: PED7313
30	16/02	Half term	Half term	Half term	Half Term	Half term
31	23/02	ITaP / SE	ITaP / SE	ITaP / SE	ITaP / SE	ITAP 2 L7: PED7313
32	2/03	SE 2	SE 2	SE 2	SE 2	SE 2
33	9/03	SE 2	SE 2	SE 2	SE 2	SE 2
34	16/03	SE 2	SE 2	L7: PED7313	SE 2	SE 2
35	23/03	SE 2	SE 2	SE 2	SE 2	SE 2
36	30/03	SKAP (E/M/S)	LTU	LTU	LTU	Bank Holiday
37	6/04					
38	13/04					
39	20/04	SKAP (E/M/S)	LTU (PS9)	Prof Studies	SKAP Wider Curriculum	SE 3

40	27/04	SE 3	SE 3	SE 3	SE 3	SE 3
41	4/05	BH	SE 3	SE 3	SE 3	SE 3
42	11/05	SE 3	SE 3	SE 3	SE 3	SE 3
43	18/05	SE 3	SE 3	SE 3	SE 3	SE 3
44	25/05	Half term	Half term	Half term	Half Term	Half term
46	01/06	SE 3	SE 3	SE 3	SE 3	SE 3
47	08/06	SE 3	SE 3	SE 3	SE 3	SE 3
48	15/06	SE 3	SE 3	SE 3	SE 3	SE 3
49	22/06	SE 3	SE 3	SE 3	SE 3	SE 3
50	29/06	SE 3	SE 3	SE 3	SE 3	LTU

- ITaP = Intensive Training and Practice
- The lighter yellow boxes indicate sessions that students following a delivery partner pathway will be in school.

## 1. The Curriculum

### 1.1 Vision and Values of the Post Graduate Certificate of Education Programme (PGCE)

#### **Partnership Values: Aspiration. Collaboration. Leadership.**

- Aspiration for every child in our region and beyond to reach their potential through consistently high-quality teaching.
- Collaboration across the Partnership to meet local and regional needs.
- Developing teachers through a rigorous and ambitious ITT curriculum to become confident future leaders.

### 1.2 Curriculum Intent

To uphold our vision and mission the PGCE curriculum at Leeds Trinity will:

- Provide a broad, balanced, and challenging introduction to teaching that is well matched to the needs of the primary school or early years' settings and is responsive to the needs of our partnership of schools.
- Promote the importance of good mental health and wellbeing.
- Deliver an appropriate breadth of experience and opportunities that are carefully designed to support students in developing secure subject, pedagogical and curriculum knowledge. In doing so, the curriculum will be fully compliant with the requirements of the ITT Core Content Framework.
- Encourage a sense of professional autonomy, allowing students to make choices and feel they have a voice in the direction of their professional learning.
- Enable high standards of academic achievement, supporting students to make meaningful connections between theory and practice that provide a foundation for future professional learning.
- Be dialogic, providing opportunities for purposeful discussion and debate, empowering students to see themselves as part of a community of practice and empowering them to become agents of change.
- Be courageously creative, encouraging students to take informed risks in their professional practice with a view to inspiring and engaging the children in their learning.
- Support the development of a well-informed understanding that recognises and challenges the political, social, economic, and cultural dimensions of professional practice.

### 1.3 Curriculum Implementation

The curriculum is developmental, designed to provide you with relevant opportunities and experiences through which you will develop your knowledge, skills and understanding across both School and Centre-based experiences. To ensure coherence, the curriculum is divided into three broad phases that align to terms as outlined on the table below.

<b>Autumn term</b>	<b>Introducing and Preparing</b> <i>A supported induction to classroom practice and the primary curriculum which will include:</i> <ul style="list-style-type: none"> <li>• An introduction to the Early Years Foundation Stage Framework and Primary Curriculum.</li> <li>• A minimum of eight weeks of school experience.</li> <li>• Two-weeks of Intensive Training and Practice (ITAP), focusing upon planning and adapting teaching.</li> </ul>
<b>Spring term</b>	<b>Developing and Securing</b> <i>Broadening understanding and experience, placing a greater focus on sequences of learning which will include:</i> <ul style="list-style-type: none"> <li>• Centre-based training, which has been designed to develop knowledge of subject and age phase pedagogy.</li> <li>• A minimum of eight weeks of school experience.</li> <li>• Two-weeks of Intensive Training and Practice (ITAP), focusing upon building assessment literacy.</li> </ul>
<b>Summer term</b>	<b>Refining and Embedding</b> <i>Enhancement and evaluation, with a focus upon the transition to Early Career Framework (ECF) which will include:</i> <ul style="list-style-type: none"> <li>• Centre-based training, which has been designed to refine understanding of subject and age phase pedagogy.</li> <li>• A minimum of eight weeks of school experience and support with transition to early career and induction.</li> </ul>

Figure 1: Structure of the Programme

The implementation of our curriculum will be based upon the mantra that *all learning occurs with you and is not something that is done to you*. As such, you are expected to be actively involved in all aspects of your training. The curriculum will be delivered both at the centre (the University or in your School Direct hub) and during School Experience. It will adhere to the following principles:

- **Centre-based learning** will include a blend of lectures and seminar or workshop sessions that are designed to encourage a high level of reflection and engagement with the subject matter. All sessions will emphasise the importance of collaboration, dialogue, and debate which we feel to be integral to all high-quality professional learning. Teaching will be developed around a three-phase model (Preparation/Live/Post).
- **School Experience** provides opportunities for you to apply the knowledge and skills you have learned during centre-based sessions. The School Experience Directed Tasks that will be completed during this time will provide focus and have been designed to get you to *think hard* about the content of the training curriculum.

#### 1.4 Race Equity

We acknowledge that racism is ingrained across our society, institutionalised within the higher education sector and our university. We recognise that racism is not always overt and manifests in the everyday life of our staff and students; the impact of which is significantly harmful to individuals and our community. We hold ourselves accountable and empower everyone to be anti-racist, challenge all forms of racism and work to dismantle structures that perpetuate racism including challenging ourselves. We are committed to eliminating racial inequality and will take systematic action to address racial inequities. We expect all staff,

students, and all members of our university community including partners and stakeholders to embody these values and behaviours.



### 1.5 Curriculum Domains

The curriculum has been divided into six domains of learning and during each week of the programme, we will ask you to focus upon one of these domains. These domains are:

- Professional Behaviours
- Curriculum and Subject Knowledge
- Planning and Teaching
- Assessment and Feedback
- Adaptive and Inclusive Teaching
- Behaviour Management

During School Experience, the domain focus will take the form of a series of School Experience Directed Tasks and will include readings and reflection points. Expert colleagues in school will be tasked with helping you to understand how the domain is addressed in the subject/s you are teaching within the specific school or setting you are placed in. These colleagues will also provide opportunities for you to apply learning to your practice, giving feedback as appropriate.

During Centre-based Training, sessions will foreground the Subject and Curriculum domain, giving you the opportunity to develop your subject, content, and pedagogical knowledge across the school or Early Years curricula and relevant frameworks.

### 1.6 Intensive Training and Practice

Intensive Training and Practice experiences are focussed learning opportunities that are designed to support you to develop skills and knowledge in foundational areas of the curriculum. Drawing on the expertise of colleagues from across our partnerships, our ITaP at Leeds Trinity University will be:

- co-constructed to ensure a coherence between the ITT curriculum and current practice in school.
- dialogic, involving all parties in meaningful discussion with a view to developing practice.
- relevant to the needs of the individual student at that stage of their professional journey.
- manageable and deliverable, taking into account the constraints faced by all stakeholders.
- designed to maximise professional development opportunities for all parties (students, school mentors and Lead Mentors).
- informed by relevant and up to date research and evidence of best practice in the area under investigation.

During Intensive Training and Practice, you will be given the opportunity to intensify the focus that is placed upon specific areas of teaching and learning. In doing so, you will benefit from targeted expert feedback that is focused on improvement. In 2024-25 you will undertake two blocks of Intensive Training and Practice.



- **Autumn term:** Deconstructing Planning and Teaching
- **Spring Term:** Developing Assessment Literacy

For further information please refer to the relevant ITAP Handbook.

### 1.7 Supporting Pupils with Special Needs and Disabilities

At Leeds Trinity University, our Initial Teacher Training programmes are intentionally designed to ensure that all students are equipped to meet the needs of all learners, including those with Special Educational Needs and Disabilities (SEND). We recognise that the ability to teach inclusively is a fundamental element of professional competence, and we embed this throughout our curriculum in line with the ITT Core Content Framework (CCF), the Initial Teacher Training and Early Career Framework (ITTECF), and the Teachers' Standards.

Our intent is to develop confident, reflective, and adaptive practitioners who are able to create inclusive classrooms and remove barriers to learning. We do this by embedding a critical and developmental understanding of SEND across all taught and school-based components of our curriculum. Students engage with research-informed practice and statutory frameworks to understand their responsibilities and develop the professional judgement required to support all pupils effectively.

The curriculum is designed to support students to:

- **Recognise and respond** to the full range of SEND, including the four broad areas of need as outlined in the SEND Code of Practice (2015), across both primary and secondary settings.
- **Apply evidence-informed strategies** to adapt teaching, differentiate support, and ensure access to high-quality learning for all pupils.
- **Collaborate effectively** with parents, carers, SENCOs and other professionals, understanding the importance of multi-agency working and respectful partnership.
- **Understand and uphold** their legal and ethical duties under the Children and Families Act (2014), Equality Act (2010), and SEND Code of Practice (2015).
- **Promote the participation, voice and agency** of pupils with SEND, ensuring that pupils are active participants in their learning and school life.

Our curriculum supports students in developing a professional identity rooted in high expectations, empathy, and a commitment to social justice. By the end of training, our students are well prepared to take up their statutory responsibilities and to contribute to an inclusive education system in which all children and young people can thrive.

### 1.8 Curriculum Impact

Close tracking of the impact of the curriculum on progress will be maintained across School Experience and Centre-based training. Ongoing assessments will include:

- Summative assessment of Level 7 modules,
- Ongoing assessment during taught Centre-based sessions,
- Formal and informal observations of professional practice with verbal and written feedback,
- Weekly meeting with your School Mentor,
- Responses to School Experience Directed Tasks,
- Ongoing self-reflection,
- Final Assessment reports.

Regular opportunities to discuss the wider impact on progress of individuals and groups of students are embedded across the programme quality assurance processes. Impact will be monitored by leaders and managers of the programme through the careful analysis of evaluations, assessment outcomes and feedback from students, school mentors, Lead Mentors, University tutors and employing schools.

The programme works with three experienced external examiners who are charged to report on the quality of our provision and who act as critical friends. Programme Leaders are held to account by the Partnership Leaders Group, who meet termly. This group reviews impact data to ensure that the curriculum intent is being upheld and that the programme is fully compliant with our Partnership values.

## 2. Curriculum Overview

The PGCE (QTS) is a dual pathway programme which means that you will graduate with either:

- A Post Graduate Certificate in Education (Level 7/Master's Level) or a Professional Graduate Certificate in Education (Level 6/Equivalent to Undergraduate Final year)
- Qualified Teacher Status (QTS)

The specific PGCE qualification you attain at the end of the programme will be dependent upon the outcomes of the two academic assignments completed during the programme.

The Post Graduate Certificate in Education (PGCE) comprises of two Level 7 modules:

	<b>Module</b>	<b>Level</b>	<b>Credits</b>
PED7323	Supporting Individual Needs	7	30 credits
PED7313	Developing Assessment Literacy	7	30 credits

The Professional Graduate Certificate of Education which is a fallback award is comprised of two modules at Level 6. The Fallback award will only be offered to you as an option once you have received the results of your Level 7 module submissions.

	<b>Module</b>	<b>Level</b>	<b>Credits</b>
PED6006	Reflective Pedagogic and Curricular Development for Education Professionals	6	60 credits
PED6206	Reflective Professional Development for Education Professionals	6	60 credits

In addition, to be awarded Qualified Teacher Status you need to demonstrate that your practice in school meets the Core competency statements that are outlined for that specific Stage.

<b>Code</b>	<b>Module</b>	<b>Level</b>
PED6100	School Experience Stage 1	6
PED6200	School Experience Stage 2	6
PED6300	School Experience Stage 3	6

## 2.1 Primary PGCE Curriculum Structure

The Primary PGCE curriculum is comprised of four strands which are:

<b>Professional Studies</b>	This strand equips you with the essential knowledge and skills for working in early years or primary settings. Through evidence-informed training and school-based tasks, you'll explore key areas such as safeguarding, learning theory, behaviour, planning, and assessment—encouraging deep reflection on educational practice.
<b>Research Literacy</b>	<b>PED7323 Supporting Individual Needs.</b> This module explores the challenges of creating inclusive learning environments where all children are valued and supported to succeed. You will examine the factors that influence inclusion, engage with key policy and research, and develop strategies to meet diverse needs and challenge barriers to participation.
<b>Research Literacy</b>	<b>PED7313 Developing Assessment Literacy.</b> This module will deepen your understanding of assessment in all its forms. You will be encouraged to think critically about how assessment is used in practice and to explore its vital role in supporting learning across the curriculum. You will consider how effective assessment can inform planning, promote progress, and meet the needs of all learners.
<b>Subject Knowledge and Applied Pedagogy</b>	In this strand you will be This strand develops your subject and curriculum knowledge across all core and foundation subjects. Through SKAP sessions and school-based practice, you'll explore effective teaching strategies, rehearse with peers, and refine your skills in planning, teaching, and assessment.
<b>School Experience</b>	You will spend a minimum of 120 days on school placement, where you will apply, refine, and develop your emerging skills and knowledge with the guidance and support of expert colleagues.

Figure 2: Curriculum Structure

These are outlined, along with indicative content, on the programme map below and are explained in more detail in the pages that follow. The School Experience component will be addressed as a separate section in the chapter that follows.

## **2.2 Subject Knowledge and Applied Pedagogy (SKAP) – Core Subjects**

### **English (Including Early Reading and Systematic Synthetic Phonics)**

In English sessions, you will be introduced to the areas of Communication and Language, and Literacy in the EYFS framework and the three strands of English within the Primary National Curriculum. You will engage with the skills and pedagogy relating to understanding the role of, and teaching the knowledge and skills of, spoken language. You will learn the importance of modelling standard English and that back-and-forth interactions with adults form the foundations of language and cognitive development. Sessions explore pedagogy and subject knowledge related to reading, exploring the Simple View of Reading and principles of effective Systematic Synthetic Phonics (SSP), decoding, and developing fluency, alongside comprehension skills.

At all stages, developing children's love of reading and building your awareness of a diverse range of high-quality children's literature is emphasised. You will develop an understanding of how spoken language and reading support the development of children's writing skills, including spelling, vocabulary, grammar, punctuation, and the constructing text types. You will plan and teach sequences of learning, combining English subject knowledge, with knowledge and understanding of how children learn and related cognitive science.

### **Mathematics**

We want our teachers to feel inspired and excited about teaching mathematics to future generations! This component will introduce you to teaching mathematics in a primary setting. It will help break down stereotypes of the "traditional" teaching of mathematics and introduce you to creative, fun and exciting teaching strategies where the emphasis is firmly placed on 'everyone can do maths'.

You will be introduced to key government documentation, including the National Curriculum and the Early Years Statutory Framework so you feel confident understanding the aims, subject content, and coverage for each year group. Through mathematical topics including place value, the four operations and fractions, decimals, and percentages, you will also study practical ways of teaching through a combination of physical resources, pedagogical principles as well as understanding some of the theoretical ideas that underpin the successful teaching of mathematics. We aim to ensure that you will be ready to plan and teach effective and cohesive lessons that will engage all future learners.

### **Science**

Sessions will cover a range of topics within the science curriculum that will develop your substantive and disciplinary knowledge and how to apply these within the Primary classroom. We aim to develop and nurture a love and passion for science and address the possible barriers that children in the classroom can often face. The term "Science Capital" is explored so that you can learn how to ensure that science can be for everyone and the importance and role of the core subject.

Science will be promoted using practical enquiry where you will learn about the types of enquiries and how these can be covered within the curriculum. Alongside the types of enquiries, disciplinary knowledge will be developed as you learn how to enable children to ask questions, make predictions, set up practical procedures, present and interpret data and draw conclusions. These are key skills that contribute to how you grow the children's understanding of working scientifically.

You will develop strategies for managing effective science learning and teaching, including understanding the role of talk, questioning, practical activities and effective planning for assessment and progress. You will undertake and evaluate practical work, consider how to assess in science and use feedback to support further learning. Each session will provide you with the opportunity to work practically and to collect a bank of practical ideas and resources, as well as a range of pedagogical approaches, that can be transferred into your teaching practice.

## 2.3 Subject Knowledge and Applied Pedagogy (SKAP) – Foundation Subjects

Indicative content of the Centre-based Training sessions is outlined on the table below. Each area will be supported by resources that are available on Moodle.

<b>Art and Design</b>	In Art and Design sessions, we will explore the importance of creativity and consider what might help or hinder that in the Early Years setting or Primary School. We will look critically and evaluatively at some famous (and some not famous) artists. You will have the opportunity to work practically, trying activities they could use with your pupils. We will explore assessment in art lessons and consider what progress looks like across and between age phases.
<b>Design Technology</b>	In these sessions, you will gain an understanding of the purpose of Design Technology in the Foundation Stage and Primary Curriculum. You will recognise the importance of the different stages of the design process: Design, Make and Evaluate. In addition, you will begin to develop your technical knowledge and identify further cross curricular connections.
<b>Geography</b>	We will investigate why we teach Knowledge About the World and Geography and will be encouraged to think deeply about what it is, and its importance in not just the curriculum but for the world. Sessions will address many current issues such as the climate and nature emergencies. You will be introduced to how you can design and plan the geography curriculum and will be supported in developing your knowledge about personal geographies, geographical skills fieldwork, and how to use resources effectively.
<b>History</b>	We will investigate why we teach history, the nature of history, and how it relates to early years and primary-age pupils. Sessions will look at the content of the History National Curriculum and consider how to undertake planning for history. You will explore a variety of approaches to teaching history including inquiry, the use of artifacts, visual sources, written documents, and many others. Guidance will also be given on the use of role-play, local fieldwork, and the teaching of sensitive subjects. Links will be made to other curriculum areas where relevant, and the inclusive nature of history teaching will be promoted throughout.
<b>Music</b>	In music sessions we will have the opportunity to understand the different components of the music curriculum. You will gain an understanding of key music terminology including pulse, rhythm, and duration. You will understand the based tools of composition, including the variety of ways music might be written down. The session will introduce you to the evaluation of great composers, and you will gain confidence in analysing and interpreting a well-known piece of music.
<b>Foreign Languages</b>	In FL Sessions you will be introduced to the FL KS2 curriculum and schemes of work. You will understand key events which have led to the current approaches to teaching Primary FL and identify some key issues/problems with the teaching of FL in primary schools and how they might resolve these. You will experience and practice methods for teaching FL in primary settings.
<b>RE</b>	In RE sessions, you will begin to gain an understanding of the purpose of RE education. You will understand what knowledge in RE education is, the use and purpose of the West Yorkshire syllabus for RE, and what it means for pupils to reflect on Big Questions in RE. We will look critically and evaluatively at the importance of engaging with sensitive topics and the use of specific enquiry skills (such as those gained from a P4C approach) for engaging with those topics.
<b>Personal, Social Health Education</b>	In PSHE sessions, you will learn what is PSHE and discuss its place and standing in the curriculum. You will be asked to Link SMSC and PSHE and understand how to approach difference and diversity. The sessions will support you to understand how you might teach relationships and sex education and will give you the opportunity to build a PHSE lesson, using high-quality resources and lessons plans.
<b>PE</b>	In the sessions, you will be supported to understand the multiple benefits of Physical Education and the contribution of Fundamental Movement Skills within this. You will gain an understanding of the PE Curriculum and its different strands (multi-skills, games, dance, gymnastics, OAA, swimming, athletics). You will understand that teaching the key components related to a particular element of PE is beneficial in helping pupils succeed and understand how to give feedback in a PE lesson to help to facilitate success. You will recognise that the structure and routine within PE can help to create a successful, positive environment.

<b>Computing</b>	In computing sessions, you will explore the content, aims and objectives of the curriculum as well as giving you the resources that will support teaching of this curriculum area and develop personal subject knowledge. You will be introduced to the Computer Science strand of the Computing curriculum. You will explore this aspect of the curriculum using Beebot programmable toys and be directed towards resources that support other computer science and programming activities.
------------------	--



## 2.4 Professional Studies

Professional Studies underpins the curriculum, providing a toolkit that will inform learning in both Centre-based and School Experience Directed Tasks. This is a broad area of study, and the content of sessions will cover a range of topics including:

- Keeping Children Safe in Education.
- Reflective Practice.
- Theories of Learning & Cognition.
- Behaviour management and behaviour for learning.
- Inclusion and special educational needs.
- Critical perspectives on fundamental British values, Prevent and teaching to support diverse learners.
- The School Community and working with others.
- Wider Professional Responsibilities.

## 2.5 Research Literacy

This strand refers to the Level 7 sessions that you will receive during terms 1 and 2 of the programme. This strand comprises of two modules that although taught discretely, draw upon learning from across the curriculum.

Assessment of this module will take the form of two 6,000-word portfolios that draw together theory and practice in these two important areas. Further, detailed guidance and support can be found in the relevant Handbook and on Moodle pages.

Module title	Indicative Content
<b>PED 7323: Supporting Individual Needs (Autumn term)</b>	<ul style="list-style-type: none"><li>• <b>Learn from Key Thinkers:</b> You'll be introduced to important educational theorists and organisations that focus on how to support individual needs in the classroom.</li><li>• <b>Engage with Research:</b> You'll explore and critically analyse research on inclusive education. This includes thinking about ethical issues that can arise when working with pupils with additional needs.</li><li>• <b>Reflect on Your Practice:</b> You'll use different models of reflection to help you think about your own teaching—what went well, what could be improved, and why it matters.</li><li>• <b>Analyse Real-Life Experiences:</b> You'll use a 'critical incident' approach (based on the work of Tripp and McAteer) to examine specific moments from your practice where you supported a pupil's needs. This will help you make sense of what happened and what you learned.</li></ul>
<b>PED 7313: Developing Assessment Literacy (Spring Term)</b>	<ul style="list-style-type: none"><li>• <b>Explore How Assessment Is Changing:</b> You'll look at different approaches to practitioner enquiry and action research to understand how assessment is evolving in primary schools today.</li><li>• <b>Think Critically About Policy and Practice:</b> You'll use key research to examine and evaluate how local and national policies shape assessment in schools—and how research evidence influences what happens in classrooms.</li><li>• <b>Work with Real Data:</b> You'll collect and analyse publicly available data (both local and national) to help you make informed decisions about effective assessment and feedback practices.</li><li>• <b>Apply What You've Learned:</b> You'll build on what you've learned so far—especially from your previous school experience module—to think carefully about how to support different learners through well-planned teaching and assessment.</li></ul>

	<ul style="list-style-type: none"> <li>• <b>Develop Meaningful Feedback Practices:</b> You'll reflect on what makes feedback effective and start to develop your own feedback strategies that help pupils take ownership of their learning.</li> <li>• <b>Share Your Findings Professionally:</b> You'll present what you've discovered to your school mentor and, where appropriate, to the school's senior leadership team—developing your ability to communicate research-informed ideas in professional settings.</li> </ul>
--	--

### 3. School Experience

The Primary PGCE Programme has been designed to include 120 days of School Experience (SE), which will take place in our Partnership schools. Your training will take place in the age phase that you have chosen to specialise in as follows:

- 3-7 (Early Years) will have School Experience in the EYFS and Key Stage 1
- 5-11 (Later Years) will have School Experience in Key Stage 1 and 2.

During your training in school, you will work closely with expert colleagues to develop, refine, embed, and consolidate your classroom practice.

#### 3.1 The Core Competencies and Teachers' Standards

Across the programme, assessment of your progress will be made against the Core Competencies. These are a list of statements that outline what we expect a student to be able to do in at the end of the different stages of their training. The Core Competencies are an essential tool for students, School and Lead Mentors as they provide support not only for assessing progress, but a framework to guide effective and meaningful target setting. Further guidance about these will be shared during School and Lead Mentor training and will be explained to students during School Experience introduction sessions. At the end of the programme, assessment will move from the Core Competencies to instead be against each of the Teachers' Standards. Using the evidence that has been gathered from across the programme, a judgement will be reached using the Teachers' Standards about your suitability to enter the profession.

#### 3.2 Expectations for Professional Conduct on School Experience: Guidance for Students

Qualified Teacher Status (QTS) is a professional qualification, and we expect that all students demonstrate a professional approach to all aspects of the programme. This section outlines what we mean by this.

##### 3.2 a Maintaining Professional Relationships

You are:

- expected to assume responsibility for trying to make all relationships as positive as possible.
- required to develop a positive, enthusiastic, and proactive attitude and approach to school experience.
- asked to remember that the colleagues you will be working with in school are very busy people and that their first duty is to the children.
- required to maintain a high level of professional conduct that is in line with the policy of their school or setting.

##### 3.2b Attendance in School

The PGCE Programme is intensive and requires full commitment. Attendance and punctuality are essential components of professional conduct and are directly linked to the Teachers' Standards. Any absence may result in missed learning opportunities and could affect your ability to demonstrate the standards required for Qualified Teacher Status (QTS).

##### Attendance Expectations

- Attendance at all university training sessions and school placements is compulsory.
- Punctuality is a professional expectation and will be monitored throughout the programme.
- Absences are only permitted in exceptional circumstances and must follow the procedures outlined below.

To ensure that you have sufficient practical experience attendance across the programme will be tracked closely. The PGCE programme comprises of 120 days of school experience, and **the University reserves the right to extend the final completion date where there are concerns around attendance and progress.**

### **Reporting Absence**

Timely absence reporting to both school and to the University is part of the personal and professional conduct standards required of all students. Should you need to be absent from School Experience, you must notify both the University and school as follows:

- **Reporting an absence to the school:** you must follow the absence procedure in place in your school on the first and every subsequent day of absence. If your absence is medically certified, you should notify the school and the School Mentor of your expected return date.
- **Reporting an absence from School Experience to the University:** all absences from School Experience must also be reported on Abyasa Pro.

If you are absent for longer than three days, your School Mentor should contact either the School Partnerships Office or the Lead Mentor to decide how to best support you in completing the programme. If absence extends to **more than five** consecutive working days, a doctor's Fitness to Work Certificate should be provided to the School Partnerships Office.

### **Authorised Absences**

Some absences may be authorised under exceptional circumstances, including:

- Bereavement or compassionate grounds
- Medical appointments that cannot be reasonably arranged outside school hours
- Graduation Ceremonies: Absence of one day to attend a graduation ceremony will be granted. Any requests for travelling time associated with this would not be expected to exceed half a day in total.
- Other significant events, with prior university approval

All requests for authorised absence must be submitted in advance wherever possible and accompanied by appropriate evidence.

We understand that religious observance is an important part of life for many of our students, and we want to support you in practising your faith while you're on the course. If you need time away from school placement or university sessions to mark a religious festival or attend a day of worship, this will count as an authorised absence. Just let your university tutor and placement school know as early as you can, so we can help make any necessary arrangements.

On your final School Experience, you may need to take time away from school to attend interviews for ECT posts. This is an acceptable absence; however, this should be agreed in advance and where possible some CPD time should be used if multiple appointments are made. If there are concerns with this, please contact your Lead Mentor.

### **3.2 c Punctuality**

You should agree with your School Mentor at the start of School Experience the times that you should arrive and leave the school. Schools may be asked to be flexible, especially if you are placed at distance or have personal circumstances that need to be considered. If you have concerns, please contact your Lead Mentor.

### **3.2d Professional Dress**

Schools vary in their dress codes. You are encouraged to be clear about the expectations of the school before you arrive to ensure that your attire is appropriate for the context that you will be working in.

### **3.2e Data Protection and Confidentiality**

During School Experience you may have access to ‘privileged’ information such as school registers, records of children’s progress, staff room conversation, documentation, etc. **It is essential that disclosure of any information of this kind (even to parental or family enquirers) should not take place inside or outside the school.** In addition, no documents should be borrowed from school without permission and no material should leave school that would identify children by name. You should check the schools General Data Protection Regulation policy for guidance regarding data generally and in electronic form particularly.

At the end of each school experience, you must anonymise, delete, or return any confidential information and you must not take away any identifiable data. At the end of the course all confidential data must be destroyed

### **3.2f Legal Duties**

It is a requirement that all students become aware of the Safeguarding Policy of the school as well as all procedures concerning illness, injury, disruption, fire, or any other emergency. You must complete all activities that relate to safeguarding as a priority during your induction into school and we ask colleagues in school to support this.

A suitably qualified teacher must always accompany you when you are:

- on playground duty,
- when teaching PE,
- when supervising outdoor play or using of any climbing apparatus in the Foundation Stage,
- on any visits outside the school.

Students must never leave a class unattended.

### **3.2g Physical Contact with Children**

It is imperative that you review the school policies and procedures for emergencies, managing behaviour and physical contact with children at the start of each School Experience. Any failure to abide strictly by the rules could have severe consequences for your future on the programme and in the teaching profession. Schools will have specific guidelines on this, and you must follow this guidance closely.

### **3.2h Keeping Up to Date: Curriculum Connections**

Leeds Trinity will send weekly updates to you and your School Mentor during your time in school to help support the completion of tasks and to ensure that you meet other deadlines. You must check your LTU emails regularly. Part of becoming a teacher is understanding that your development is never finished, and you have a responsibility to keep your skills and knowledge up to date.

## 4. Support on School Experience

### 4.1 Who you will be working with during School Experience

- **ITT Coordinators** – These colleagues are responsible for overseeing the work of the School Mentors and students in school. They are a point of contact if there are concerns during School Experience.
- **School Mentors** – These colleagues will be your main contact in school. You will work with your School Mentor to discuss the impact of planning, teaching and assessment on pupils' developing understanding and knowledge. Your School Mentor will also help you to plan and, where appropriate, jointly teach lessons and sequences of learning, give feedback on practice, and set targets and activities that will help develop their practice and subject knowledge. Each week you will have a weekly meeting with your School Mentor. At the end of each Stage, they will assess your practice and write the formal Assessment Report.
- **Class Teachers** – These are the teachers who are responsible for the class that you are placed in. In some schools, they might take the role of School Mentor as well. You will begin your School Experience by observing lessons led by your host class teacher, you will teach alongside them and will gradually move to take greater responsibility for the day to day running of the classroom. Class teachers also support you with planning. They will observe you informally and help you to understand the impact you are having on pupils' developing understanding and knowledge.
- **Lead Mentors** – Lead Mentors are employed by the University and will visit you in school to quality assure the effectiveness of School Experience. They will also moderate the decision about the award of QTS at the end of Stage 3.

For a detailed breakdown of the roles and responsibilities of everyone involved in School Experience, please refer to the table overleaf.

## Breakdown of Roles and Responsibilities

	Student	School Mentor	Class teacher	ITT Coordinator	Lead Mentor
Professional Conduct	<ul style="list-style-type: none"> <li>To meet professional conduct requirements and school policies and procedures relating to professional conduct, attendance, and punctuality</li> <li>Demonstrate initiative, responsibility, and appropriate conduct. Actively participate as a team member within the Key Stage and school</li> </ul>	<ul style="list-style-type: none"> <li>To monitor and actively consult colleagues on the development of the student.</li> <li>To liaise with the ITT Lead or Lead Mentor about the Student's conduct, welfare, progress, and capacity to meet the competencies or standards by set deadlines</li> </ul>	<ul style="list-style-type: none"> <li>To monitor the professional conduct of the student in their class</li> <li>To pass on any concerns to the School Mentor</li> </ul>	<ul style="list-style-type: none"> <li>Provide a comprehensive induction on school processes and procedures (including Safeguarding) to all students.</li> <li>To monitor progress and welfare of Students and identify situations where intervention is required.</li> <li>To actively consult relevant staff on the professional development of the student.</li> </ul>	<ul style="list-style-type: none"> <li>To monitor and actively consult colleagues on the development of the student in their respective class/es.</li> <li>To liaise with the ITT Coordinator with respect to the student's conduct, welfare, progress, and capacity to meet the standards by set deadlines</li> </ul>
Self-Evaluation	<ul style="list-style-type: none"> <li>Complete the Development Record weekly and share with the School Mentor ahead of the weekly review meeting.</li> <li>Reflect on all planned lessons, focussing on the impact of teaching on the progress that learners have made in that lessons or activity.</li> <li>Maintain online portfolio and OneDrive working folder to evidence progress.</li> </ul>	<ul style="list-style-type: none"> <li>To conduct weekly timetabled mentor meetings, checking, and updating of target and reviewing the Online Portfolio of Evidence (Abyasa).</li> </ul>	<ul style="list-style-type: none"> <li>To undertake informal observations of the student</li> <li>To identify a situation where the student may be struggling or need additional support and pass this concern on to the School Mentor.</li> <li>To liaise with the Lead Mentor about the student's progress to feed into the student's assessment</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the support that is provided by School Mentors and class teachers.</li> <li>To support School Mentors and Student as appropriate across school experience.</li> </ul>	<ul style="list-style-type: none"> <li>To conduct regular meetings and keep in contact with the School Mentor and Student via weekly email</li> </ul>
Training	<ul style="list-style-type: none"> <li>To engage with School Experience Directed Tasks.</li> <li>To negotiate with the School Mentor an appropriate timetable for teaching, which provides appropriate opportunities for Continual Professional Development</li> <li>To proactively seek out and engage training and development opportunities across wider areas of school</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that Students have training experiences that align to the curriculum and School Experience Directed Tasks.</li> <li>To negotiate and organise a teaching timetable with the student that provides appropriate and realistic challenges and meets the requirements specified by the accredited provider.</li> </ul>	<ul style="list-style-type: none"> <li>To liaise with the School Mentor about the student's progress, to feed into the final assessment.</li> <li>To liaise with the School Mentor about outcomes of the Lead Mentor's compliance checks.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure students have structured/developmental targets throughout their school experience.</li> <li>To ensure that all students can engage with the School Experience Directed Tasks and set relevant CPD to meet targets.</li> </ul>	<ul style="list-style-type: none"> <li>Attend all LTU training and any relevant training offered through partner schools.</li> </ul>

	Student	School Mentor	Class teacher	ITT Coordinator	Lead Mentor
Observations and Feedback	<ul style="list-style-type: none"> <li>Complete a range of observations of the class/host teacher and other professionals in school to support own continuing professional development and School Experience Directed Tasks.</li> <li>To ensure expert colleagues being observed are aware of the focus and purpose of the observation ahead of time.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that the student is observed at least once a week.</li> <li>Written feedback must focus on the impact of the student's planning and teaching on the developing knowledge and understanding of learners.</li> <li>To ensure the class teacher and teachers are aware of the student's targets and are therefore able to give appropriate feedback after lessons</li> </ul>	<ul style="list-style-type: none"> <li>To observe and provide written feedback on classroom performance as agreed with the School Mentor.</li> </ul>	<ul style="list-style-type: none"> <li>To carry out joint observations and attend debriefing sessions, to quality assure provision of written feedback that supports student and pupil progress.</li> <li>To provide lesson observation training and support for School Mentors and host/class teachers where needed.</li> </ul>	<ul style="list-style-type: none"> <li>QA the observation of students by the School Mentors and class teachers and provide feedback on quality of mentoring and training provided during School Experience.</li> <li>Contribute to the annual cycle of review by completing summary and compliance information regarding School Experience.</li> </ul>
Additional Support	<ul style="list-style-type: none"> <li>To seek additional support and advice whenever necessary to ensure and maintain their development.</li> <li>To ensure relevant school and LTU staff are kept fully informed of any factors affecting school experience.</li> <li>Access University wide services eg School Partnerships, Careers, Student Support, Counselling and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>To identify situations where intervention is required by school or LTU staff.</li> <li>To liaise with the ITT Coordinator and Lead mentor if the Student fails to make sufficient progress.</li> <li>To participate in the writing and review of Support Plans if this is required</li> </ul>	T	<ul style="list-style-type: none"> <li>To negotiate and facilitate support for Students, including those with additional needs.</li> <li>To agree with School Mentors and Lead Mentors the need for Support Plans when necessary.</li> <li>To modify the draft Support Plans submitted by Lead Mentors.</li> <li>To participate in the review of Support Plans.</li> </ul>	<ul style="list-style-type: none"> <li>To agree when there is a need for a Support Plan.</li> <li>To modify alongside School Mentors, draft Support Plans.</li> <li>To participate in the review of Support Plans</li> <li>To support School Mentors and class teachers on the completion of Abyasa forms and the governance of such documentation</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>To identify and collect evidence for the Online Portfolio on a week-by-week basis.</li> <li>To engage fully in all assessment processes.</li> </ul>	<ul style="list-style-type: none"> <li>To check the student's Portfolio of evidence each week</li> <li>To consult with colleagues, including support staff, with regards to the assessment of the student</li> <li>Complete the Assessment Report at the end of each Stage.</li> <li>At the end of the programme provide summative information regarding progress made towards the Teachers' Standards</li> </ul>		<ul style="list-style-type: none"> <li>To oversee the application of assessment criteria.</li> <li>To organise Mentor team meetings where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Review the student's portfolio of evidence and report back to School Mentors and LTU staff when there are gaps.</li> <li>Review assessment documentation.</li> <li>Provide support and advice to Mentors and class teachers on the completion of above.</li> <li>Review formative and summative assessment documents and provide a testimonial review at the end of each School Experience</li> </ul>



	Student	School Mentor	Class teacher	ITT Coordinator	Lead Mentors
Lead Mentor compliance Checks	<ul style="list-style-type: none"> <li>Alongside the School Mentor or ITT Coordinator, arrange a timetable for Lead Mentor compliance checks.</li> <li>To prepare and present evidence of progress during all meetings.</li> </ul>	<ul style="list-style-type: none"> <li>To liaise with the Lead Mentor if there are concerns or issues with regards to the student, training, or assessment</li> <li>To participate in all Lead Mentor visits.</li> </ul>		<ul style="list-style-type: none"> <li>To facilitate Lead Mentor visits</li> <li>To receive feedback from the Lead Mentor about the quality of training and respond as appropriate to this.</li> <li>To attend the weekly Mentor meetings to assure quality.</li> </ul>	<ul style="list-style-type: none"> <li>Complete visits in line with the expectations of the Partnership.</li> </ul>
Contribution to ITT Development	<ul style="list-style-type: none"> <li>To complete evaluation questionnaires as requested and participate in moderation and inspection activities if selected.</li> </ul>	<ul style="list-style-type: none"> <li>To complete evaluation questionnaires as requested.</li> <li>To attend relevant training.</li> </ul>		<ul style="list-style-type: none"> <li>To complete evaluations as requested.</li> <li>To facilitate the release of class teachers and School Mentors to attend training events and mentor training sessions.</li> <li>To have oversight of ITT Partnership arrangements, to ensure that school experience complies with expectations as outlined in the Partnership Agreement.</li> <li>To contribute to course review and development</li> </ul>	<ul style="list-style-type: none"> <li>To complete Stage evaluation questionnaires as requested</li> <li>To have oversight of ITT partnership arrangements, to ensure that the school experience complies with Partnership Agreement.</li> </ul>

## 4.2 Lead Mentor Compliance Checks

During each Stage of School Experience your progress will be reviewed at five key Checkpoints. These are outlined on the figure below.

Checkpoint 1	Checkpoint 2	Checkpoint 3	Checkpoint 4	Checkpoint 5
Initial Impressions Check	Compliance visit	Desk Based verification of evidence	Compliance Visit	Moderation of Assessment Report and Testimonial

Figure 3: Checkpoint Overview

Your Lead Mentor will make sure that the curriculum is delivered well in your school, that you are being well looked after and that you are making progress at the right pace to meet the Teachers' Standards by the end of the programme.

## 4.3 Where can you get help on School Experience?

We can help you if things are getting difficult. You can get help and support from any of the following people:

- your School Mentor or the ITT Coordinator in your school,
- your Lead Mentor,
- your university Personal Tutor,
- your PGCE Programme Coordinators and/or,
- Student Support Services.

Please make sure that you let us know if you are beginning to “wobble”. We are here to help!

## 4.4 Managing Workload on School Experience

Teaching can sometimes be stressful, and it is easy to take pupil misbehaviour, a lesson that went wrong, or even feedback from colleagues as something personal. Being an effective teacher, and staying in teaching, requires you to build habits of mind that will enable you to learn even from the most difficult of days and to spend your time and energy only on things that will help you become an effective teacher.

### 4.4a Paperwork

We have worked hard to ensure that our paperwork is as purposeful as possible – it is designed to help you think through important issues about your planning, teaching, assessment and feedback. To keep on top of this necessary professional paperwork, you should:

- organise your Folders as soon as you are asked to set it up.
- write notes in bullet points, use acronyms, and record reflections and ideas simply.
- complete your Development Record as you work through the week,
- Work to the clock – and read the advice!

The perfect lesson or resource does not exist, but sometimes teachers can spend hours trying to achieve perfection. Instead, give yourself a set amount of time to get something done, and then do it in that time. Get into this habit early and as the course goes on and you pick up more teaching responsibilities you will be able to keep up with your workload.

The Department of Education has produced three useful guides about reducing workload for teachers, about planning, marking and data management. (<https://www.gov.uk/government/collections/reducing-school-workload>). Some of the advice in them is summarised here, but you should also read them for yourself.

#### 4.4b Planning and Preparing Resources Efficiently

**Work with your colleagues:** Often the most effective planning is done collaboratively. Work with your host teacher in planning an overview of several lessons at once.

- Plan in draft, and in shorthand: Planning should give you enough guidance and information to run a lesson and sequence – and no more.
- Focus on the things that matter: what knowledge do you want to teach them and what difficulties do you need to plan to overcome?
- Beware of Scripts: Don't spend time scripting everything you're going to say. Brief scripts are helpful for tricky bits of teacher explanation but shouldn't be the focus of your planning.
- Use the resources you already have in school: Teachers use textbooks, worksheets, schemes of work, and resources made by colleagues and other people. Good teachers adapt these and prepare for difficulties that students might have with such resources. They don't spend hours making new resources for each lesson.
- Don't spend hours looking for the perfect resource on the internet: Especially if you are looking for a 'perfect' image and always check resources downloaded from the internet.

#### 4.4c Efficient Assessment and Feedback

- **Be clear about which work you are going to mark:** You cannot mark everything that your pupils work on. Carefully pick those pieces of work that will give you and them the best feedback about what they have and have not understood, or what they need to do to improve.
- **Be clear about how you are going to mark:** Feedback can take many forms – and some are more time consuming without adding much benefit for teachers or pupils. Some teachers use a 'whole class crib sheet, rather than writing comments in every book. Other teachers use marking codes – sometimes the same codes each time, sometimes a specific set of codes for an item of work; rather than writing the same comment each time, pupils are asked to refer to a code sheet and write in their own comments.
- **Be clear about what you are going to mark:** Don't correct every spelling and grammar mistake – focus on key words for that topic, or important grammar issues (capital letters and full stops only, for instance).
- **Think feedback, not just marking:** Feedback is just as important for you as a teacher, as it is for pupils. Use your questioning in lessons, read work over pupils' shoulders and offer advice and correction, or use whiteboards and quizzes in lessons to get information about what pupils have learned and have struggled with.

#### 4.4d Collecting Data and Evidence Efficiently

- **Only record a grade if it is going to be useful to you:** A full mark book doesn't make you a good teacher. Record only those grades that will give you information you need.
- **Recognise that data isn't always numbers:** The notes you make at the end of a lesson, or whilst you are marking a set of books, is also data about the class that will help you work out your next steps with them.
- **Use IT to manage your mark book:** Using a spreadsheet to record grades and performance can save time in analysing what topics students have learned well, and where more work might be needed. Use information from online testing and homework sites that the school uses.
- **Take photos or collect examples of good work:** You can use these examples to show other pupils what good work looks like and to help you show the progress that your pupils have made. Do not however assume that you need to record everything.

#### 4.4e Overview of Types of Planning Support

The following represents different approaches that the mentor may take to supporting the student with their planning. Please note that different methods might be chosen depending on the stage, subject and content of the lesson.

<b>Full guidance</b>	<ul style="list-style-type: none"><li>• The student discusses the lesson in detail with their mentor.</li><li>• The mentor shares either their own plan or a scheme-based plan, including the learning objective and success criteria.</li><li>• The mentor offers guidance on the prior knowledge of the class, suggests suitable activities, highlights necessary adaptations, and recommends assessment strategies.</li><li>• The mentor supports the student in identifying when and how assessment opportunities can be used during the lesson.</li><li>• The student uses the LTU lesson planning format to consolidate their understanding of the lesson's structure, content, differentiation, and assessment.</li></ul>
<b>Co-Planning</b>	<ul style="list-style-type: none"><li>• The mentor and student explore different approaches for delivering the lesson.</li><li>• The mentor shares a plan or scheme of work and asks the student to articulate their understanding of the learning objective and success criteria.</li><li>• The mentor facilitates a <i>collaborative discussion</i>, with the student contributing ideas around:<ul style="list-style-type: none"><li>○ the learning objective and success criteria</li><li>○ the structure and flow of the lesson</li><li>○ appropriate levels of challenge and support for individuals or groups</li><li>○ strategies for adapting the lesson to meet diverse pupil needs</li><li>○ methods for assessing progress during the lesson</li><li>○ potential misconceptions that may arise.</li></ul></li><li>• The student completes the lesson planning template to consolidate their grasp of the lesson sequence, content, adaptations, and assessment strategies.</li></ul>
<b>Supported Planning</b>	<ul style="list-style-type: none"><li>• The student uses a scheme or existing planning materials to develop an independent lesson plan. The student modifies the plan and suggests their own ideas for the lesson.</li><li>• Using this plan as a basis, the student leads a reflective discussion, during which the mentor offers feedback on:<ul style="list-style-type: none"><li>○ the learning objective and success criteria</li><li>○ the sequencing and structure of the lesson</li><li>○ appropriate levels of challenge and support for individuals or groups</li><li>○ necessary adaptations to ensure inclusion and accessibility</li><li>○ effective strategies for assessing pupil progress</li><li>○ possible areas of misunderstanding or confusion</li></ul></li><li>• The student may still require some guidance in these areas to ensure the lesson is successful.</li></ul>

<b>Feedback-Informed Planning</b>	<ul style="list-style-type: none"> <li>• The student plans the lesson independently but shares it with the mentor for fine-tuning.</li> <li>• The student submits the lesson plan to the mentor in advance, allowing time for constructive feedback.</li> <li>• The mentor provides suggestions on aspects such as: <ul style="list-style-type: none"> <li>○ the clarity of the learning objective and success criteria</li> <li>○ the structure and progression of the lesson</li> <li>○ the level of challenge and support provided for different learners</li> <li>○ adaptations to ensure all pupils' needs are met</li> <li>○ strategies for assessing learning and measuring progress</li> <li>○ potential misconceptions that may arise</li> </ul> </li> <li>• The student requires only minimal input in these areas to ensure the lesson is successful.</li> </ul>
<b>Independent Planning</b>	<ul style="list-style-type: none"> <li>• The student can plan without support.</li> <li>• The student can adapt the plan mid-lesson.</li> <li>• The student seeks advice and support from experienced colleagues when teaching new material or supporting the additional needs of an individual pupil.</li> </ul>

## 5. School Experience Documentation and Processes

Copies of all documents can be viewed on the Leeds Trinity School Experience Webpage:  
<https://www.leadstrinity.ac.uk/study/teaching/primary-school-based-training-documents/>

### 5.1 Abyasa Pro

Abyasa Pro will be used as a centralised portal for collating key evidence and tracking your progress across all stages of the programme. You will need to become familiar with this portal as soon as you start on school experience. A checklist will be provided at the start of the School Experience of the evidence that will need to be collated on Abyasa during each stage of your training.

### 5.2 OneDrive Working Folder

The OneDrive Portfolio is a working document to the paperwork that relates to all aspects of School Experience.

Please note:

- As your OneDrive may contain sensitive information, all paperwork needs to be kept securely on **Leeds Trinity University's** Office 365 server.
- Your lead mentor and mentor *may* need access to your OneDrive folder.

### 5.3 The Development Record

The Development Record is an important document and sits at the heart of your training year. It is designed to:

- promote ongoing dialogue between you and your School Mentor about what you are learning in taught sessions and your experiences and practice in school.
- provide space for systematic reflection on the impact of your training on your classroom practice.
- enable you to identify the impact your teaching is having on the curricular progress of the pupils in your training classes (and for mentors to comment on and check you can see this progress).
- track your development as a student in relation through target setting and review.
- provide evidence of your classroom practice and wider professional development.

Full guidance on how to use the Development Record can be found on Moodle.

## 5.4 The Weekly Meeting

Every week you should have a meeting with your School Mentor. The structure of the meeting may differ each week and depend on the stage of your School Experience, but should contain the following elements:

Before the Meeting	<ul style="list-style-type: none"> <li>You must ensure the Development Record for the week to be discussed is shared with your School Mentor at least 1 working day before your meeting.</li> </ul>
At the Meeting	<ul style="list-style-type: none"> <li>Discuss your progress against your targets from the previous week with reference to the School Experience Competencies from the Development Record. Use the SE Competencies to reflect on key areas of development and strength in your practice, based on teaching over the whole week. Ensure these areas are appropriately recorded in the Development Record.</li> </ul>
At the Meeting	<ul style="list-style-type: none"> <li>Provide a verbal presentation about the learning of <b>one group or class</b> from the previous week and how you feel that your teaching impacted on this. This discussion should focus on a different group each week.</li> <li>You could consider the following questions: <ul style="list-style-type: none"> <li>Did they learn what you wanted them to? How do you know?</li> <li>Which parts of the lessons or activities seem to help them learn well?</li> <li>What did the pupils struggle with? How could you help with this?</li> <li>Has their acquired learning affected what you have planned for them? When you discuss your pupils' learning, consider the following questions: <ul style="list-style-type: none"> <li>How did you contribute to this?</li> <li>What areas of your practice need to be developed to improve the rate and quality of your pupils' knowledge, understanding and/or skills development.</li> </ul> </li> </ul> </li> </ul>
At the Meeting	<ul style="list-style-type: none"> <li>Using the Core competency statements, agree a maximum of three specific focuses for the coming week to form the basis of targets. You should then identify specific activities which will enable you to meet these targets.</li> <li>The most important thing to remember about targets is that they need to be focused on becoming a more effective teacher. To this end they need to be: <ul style="list-style-type: none"> <li>❖ Specific – focused on improving specific aspects of your practice.</li> <li>❖ Achievable – something you can work towards at this stage of your training.</li> <li>❖ Assessable – something that will enable you to clearly show that you have achieved the target.</li> </ul> </li> </ul>

	Review Training	<ul style="list-style-type: none"> <li>○ Review how the learning from your School Experience Directed Tasks and look for opportunities to complete these during the coming week.</li> </ul>
At the Meeting	Discussing Teaching in Week Ahead	<ul style="list-style-type: none"> <li>○ This is a good chance to share ideas about objectives for a lesson or sequence of lessons, review some of the materials that could be used in teaching that week, or even to start to co-plan a lesson that will be jointly taught later. This is also a good chance to plan your observations of experienced teachers in the week ahead.</li> <li>○ At the very start of your School Experience, you will be working alongside an experienced teacher to plan and teach lessons. By the end, you will be planning and teaching sequences of lessons for all your classes with greater independence.</li> <li>○ The following questions will help with discussions about teaching. <ul style="list-style-type: none"> <li>✓ What do we want to teach?</li> <li>✓ What knowledge do they need before they start? What will they know at the end?</li> <li>✓ What shall we ask them to read, do, think about?</li> <li>✓ What might they struggle with? What barriers are there to this knowledge and/or skills?</li> <li>✓ What misconceptions do pupils sometimes have about this topic?</li> <li>✓ How will we know that they have achieved what we hoped?</li> </ul> </li> </ul>
After the Meeting	Recording the Meeting	<ul style="list-style-type: none"> <li>○ Your School Mentor will comment on any aspect of the Development Record which they feel needs to be reviewed.</li> <li>○ You need to record your new targets in the Development Record. Please ensure these are recorded accurately.</li> <li>○ Inform your class teacher about your targets and ask them to refer to these when commenting on your lessons.</li> </ul>



## 5.5 Guidance on Paired School Experiences

Schools have the option to host paired School Experiences for students in Stage 1. Paired School Experience should not be twice as demanding on time and energy of Mentors. They enable flexible ways of working that many schools use to improve the overall quality of pupils' learning.

Not all Mentor meetings can be held with both paired students at the same time, but we are keen to ensure that the paired School Experience should not double the workload of the School Mentor. Please see the suggested models below:

### **Two School Mentors, Two Students**

The majority of our paired SE have two Mentors, one for each student. This can be particularly useful when one Mentor is less experienced.

### **One School Mentor, Two Students**

This enables the curriculum to be delivered once to two students. When reviewing and target setting, some issues can be discussed together allowing students to support each other. Inevitably there will be situations that require a more individualised approach to ensure targets are personalised and where personal circumstances are involved.

For further guidance about working with paired SE, please liaise with your Lead Mentor or relevant Programme Leader.

## 5.6 What if Things Do Not Go to Plan: The Support Plan

The Support Plan process is our way of keeping track of any additional support or intervention that you might need during your School Experience. The instigation of a Support Plan should not be seen as a negative or final step, it is just a process to ensure that if at any time you need additional support, you receive it.

<b>Step 1</b>	<p>As soon as a School Mentor notices that there is a cause for concern in any aspect of practice, it is important that they contact the relevant Lead Mentor.</p> <p>The Lead Mentor will then decide whether the concerns warrant a Support Plan and will liaise with the School Mentor about the kind of interventions that could be put in place.</p> <p>There are two possible outcomes of the flagging of an early concern:</p> <ol style="list-style-type: none"><li>1. The Lead Mentor feels that the concern does not warrant a Support Plan at this stage and ongoing monitoring will be put in place.</li><li>2. The Lead Mentor will instigate a Support Plan which will be written by the school mentor.</li></ol> <p>If a Lead Mentor has any uncertainty about whether a Support Plan is needed, they should liaise with the relevant Cohort or Programme Lead.</p>
<b>Step 2</b>	<p>If the Lead Mentor feels that a Support Plan is needed, they will liaise with the School Mentor and the student, to discuss the targets and identify possible interventions.</p> <p>As part of this process it is important to make clear to the student and the School Mentor what success will look like.</p>

	<p>The Support Plan will need to be completed on Abyasa Pro and the Lead Mentor should ensure that the relevant Cohort/Programme Lead is aware that a Support Plan has been instigated.</p> <p>Whilst additional interventions might be needed during the course of the Support Plan, the School Mentor should be wary of not over scaffolding the student. Feedback and guidance during the time that the Support Plan is operating should focus predominantly on the targets that were agreed. Additional targets must not be added during this period.</p> <p>Students need to be made aware of the timeline for moderating the Support Plan and the possible outcomes.</p>
<b>Step 3</b>	<p><i>Typically</i>, the Support Plan is designed to run for <i>ten</i> working days. Targets that are set need to be achievable in that time frame. Progress against each target on the Support Plan will be reviewed by the School Mentor after day 5.</p> <p>There are two possible outcomes following the review meeting on day 5:</p> <ul style="list-style-type: none"> <li>• If there is sufficient progress against each and all the targets and the student is back on track, the Support Plan can be closed. However, the School Mentor will need to keep monitoring progress in the identified areas to ensure there is no slippage.</li> <li>• If there is no evidence of sufficient progress against each and all the targets, the Support Plan will continue for an additional five days as initially agreed.</li> </ul>
<b>Step 4</b>	<p>If the Support Plan is continuing to the full ten days, a review point will be identified. This review can be led by the School Mentor but should involve representation from the University (which could be the Lead Mentor, Cohort or Programme Leader) who will moderate the decision that is made. There are three possible outcomes of this moderation:</p> <ul style="list-style-type: none"> <li>• If there is sufficient progress against each and all the targets and the student is back on track, the Support Plan can then be closed. However, the School Mentor will need to keep monitoring progress in the identified areas to ensure there is no slippage.</li> <li>• If the student has not made sufficient progress against all the targets, but there is evidence of some progress, the Support Plan can be extended by an additional five days, and a new moderation point will be agreed.</li> <li>• If the student has not made sufficient progress against the targets, either at the end of the 10 days or 15 days, School Experience will be stopped at that point.</li> </ul>
<b>Step 5</b>	<p>If the School Experience is terminated, the student will be advised to make an appointment to speak to the relevant Cohort or Programme Leader to discuss the next steps.</p>

## 5.7 The Termination of School Experience

In certain circumstances, schools may no longer feel that they can support the student to make the required progress. This might be due to a range of reasons including, but not limited to:

- staffing changes
- the specific requirements of individual students
- breakdown in the relationships between the School Mentor and Student
- serious professional concerns relating to child protection

If this is the case, it *may* result in School Experience being terminated without following the steps listed in the Support Plan section above. Should this rare situation occur, the school will inform the Student and Leeds Trinity University in writing, outlining the reasons for the termination of School Experience.

Once this written communication is received, it will be forwarded to the student who will then meet with either the Programme Lead or Head of School of Teacher Education. This meeting is to find out further details about why the School Experience was terminated and is an opportunity for the student to present their perspective of the situation. They may bring a friend, family member or representative from the Student Union into this meeting.

Possible outcomes may include:

- The recommendation of a new School Experience to complete the assessment phase.
- Progress to be referred to the relevant Assessment Panel for further consideration.
- In the most severe cases, it could lead to the start of the process of dismissal from the programme.

## **6. Assessment of School Experience**

Assessment of whether your practice has reached the expected level that is needed to progress, and to meet the Teachers' Standards at the end of the course, is undertaken by School Mentors in schools, with the support of, and moderated by, Lead Mentors.

## 6.1 Assessment Processes Overview

What?	When?	Who?	Actions	Paperwork
Initial Impressions Check	Week 1-2 of each School Experience	Student/School Mentor Reviewed by the Lead Mentor	Completion of Initial Impressions Check	Forms to be completed on Abyasa Pro
Weekly Observations	Weekly	Student/Class Teacher/School Mentor	Weekly observation of student teaching, completion of weekly observation pro-forma. Providing a snapshot of practice at that point in the programme.	Observation Record/ Core Competencies
School Mentor Weekly Meetings	Weekly	Student/Class Teacher/School Mentor	Weekly mentor meeting between the student and the School Mentor to discuss progress and set targets. Student to complete their Development Record to support this and record the conversation.	Development Record/ Core Competencies
Lead Mentor Compliance Checks	One in-school compliance checks each Stage of School Experience, a desk-based paperwork verification of evidence and an online check	School Mentor/Student/ Lead Mentor	<ul style="list-style-type: none"> <li>• <b>In Person Check:</b> This will include observation of teaching; liaison with the School Mentor and student about progress.</li> <li>• <b>Desk Based Mentor Verification:</b> Mid placement review of paperwork on Abyasa Pro with formal verification of evidence.</li> <li>• <b>Online Check:</b> Meeting with the School Mentor and Student regarding support and progress against the competencies.</li> </ul>	Lead Mentor compliance checks on Abyasa Pro
Assessment Report (See details below)	Completed during the final two weeks of each block of School Experience	Student/School Mentor	School Mentor and student to identify achievements and agree targets to take forward into next Assessment Phase or into Induction.	Completion of Assessment Report by School Mentor on Abyasa Pro
Lead Mentor Moderation	Completed within a week of School Experience ending	Lead Mentor	Moderation of outcomes and completion of the Lead Mentor testimonial.	Completion of Assessment Report

## 6.2 Final Assessments

At the end of Stages 1 and 2, your School Mentor will hold a final assessment meeting with you to confirm whether you have managed to demonstrate ability in each of the School Experience Competencies. You should be prepared to support them in this process by reviewing the activities that you have engaged with during School Experience and the evidence you have collected of your progress, ahead of the final meeting.

If you are not on track to meet these, this should not come as a surprise in the final assessment meeting. Your School Mentor should raise their concerns at least two weeks before the final reporting deadline.

To complete the Assessment Report, you and your School Mentor will need to refer to the following:

- your Abyasa Portfolio and Development Record
- the Core Competencies
- feedback given by your class teacher or other colleagues
- feedback from and discussions with your Lead Mentor

Assessment Reports are to be completed on Abyasa which will then feed into the assessment panel data that is formally reported to the University.

At the end of Stage 3, there is a slightly different report which will determine whether you have met the requirements set out by the Teachers' Standards for the award of QTS. Students who have been progressing through the ITT curriculum and developing their practice against the Competencies should have little trouble in demonstrating that they have met this standard by the end of training.

To complete the Stage 3 Report, your School Mentor will need to refer to the following:

- Your Abyasa Portfolio and Development Record
- Records of Performance and Development
- The Core Competencies
- Feedback given by your class teacher or other colleagues
- Feedback from, and discussions with, your Lead Mentors

Before the final Assessment Report is submitted, your Lead Mentor will ratify and moderate the grades and comments entered by you School Mentor. This process ensures parity across the Partnership.

## 6.3 The Final Award of Qualified Teacher Status (QTS)

All Stage 3 Assessment Reports will be submitted to a panel at Leeds Trinity. The Panel will make a final decision on the outcomes for each student, based on the evidence submitted by General and Lead Mentors.

The Panel will give one of two outcomes based on the recommendations supplied:

- **Student has met the Standards** – if the student has met the Standards and all academic requirements of the programme, they are recommended for the award of QTS.
- **Student has not met the Standards** – If the student is deemed to have failed School Experience, they will not be recommended for QTS. The Panel will decide whether to offer a resit opportunity in the next academic year

## 7. Learning as a Student in School

During the first few weeks of the programme, you will be undertaking several lesson observations. It is not easy to read a classroom, and the first rule is that you are not there to judge how 'good' or 'bad' a lesson is!

You should keep notes as you observe lessons as these may well help you to write some of the assessment pieces; they will certainly be a useful reference for you as you begin to develop your own practice. Don't try to write about everything that happens – make sure you have a focus. It may well be very valuable to discuss your observations with your School Mentor especially in the early stages of your training. This way, you can explore how and why the teacher worked in the way they did.

### 7.1 Observation Etiquette

Please remember that you are a guest in someone else's classroom. You might not realise that many people are nervous about being observed, even when they are very experienced teachers.

- Ask the teacher before the lesson if it is OK for you to talk with the pupils or look at their books.
- A good way of getting a learner's-eye view is to act as a Teaching Assistant. If you want to do this, then you should also make sure that the teacher is happy about this.
- At the end of the lesson thank the host teacher and if you have any questions, see if there would be a convenient time to ask them. Teachers are quite often rushing off so it might not be possible to speak to them straight away.
- Do not rush to judge a lesson, a teacher, or a pupil. Make it your goal to understand why the teacher planned an activity in a certain way and make sure that you think about things from different viewpoints.

### 7.2 What should you focus on in an Observation?

You might do some 'general' observations early in Stage 1, but more often you will want to focus on a particular aspect of teaching. You should use your weekly targets and perhaps think about your assessments and what teaching you are doing to help you choose a focus. It is better to focus on one of the following sorts of area:

- **Subject knowledge and pedagogy** – a good teacher has sound knowledge; how is this knowledge contributing to the learning in this lesson? How does the teacher's thinking about misconceptions and conceptual barriers help pupils to progress over time?
- **Contextualised learning** – how has the teacher contextualised the subject matter in a meaningful and memorable way that enables learners to access and assimilate it to their existing knowledge?
- **Learner engagement** – how does the teacher stimulate active, cognitive engagement with the material?
- **Learner ownership, experimentation, and hypothesis building** – how does the teacher encourage learners to take ownership of the content and the process of learning?
- **Learner differentiation and inclusivity** – how does the teacher manage the needs of the individual learners and maintain an inclusive environment?
- **Classroom culture** – what is normal in terms of behaviour and attitude to learning and the subject?
- **Managing and monitoring the learning experience** – how does the teacher take responsibility for managing and monitoring learning?
- **Maximising learner potential** – how does the teacher show their commitment to all the learners, and strive to help every learner make good progress? How does the teacher plan for this progress over time?
- **Learning as a social act** – how does the teacher promote socially interactive learning in their classroom?
- **Teacher as reflective practitioner** – how does the teacher reflect on and improve their practice – in the lesson and afterwards?
- **Teacher resilience** – how does the teacher protect their wellbeing and preserve their ability to take steps to fulfil their role and professional responsibilities?

## 8. Academic and Pastoral Support

### Academic Support

- **Personal Tutor** – every student has a Personal Tutor, a member of academic staff who provides academic guidance and support. Your Personal Tutor is there to help you make the most of your studies as you progress through the programme. Your Personal Tutor will support you throughout your time at the University, giving you academic support and a route to pastoral support. You, as a Tutee, will work with your Personal Tutor to reflect on your academic performance and how this contributes to your aspirations, helping you to engage as a member of a community of learners.
- **Cohort and Module Leaders** – Cohort and Module leaders are ultimately responsible for academic leadership, management and assessment, for the modules they lead on.
- **Programme Leader** - The Programme Leader is responsible for the overall coherence, delivery, planning, evaluation and enhancement of an academic programme. The role models the University's values which require collaborative working with a range of colleagues and students.

### MyLTU

The myLTU app is the go-to place to get help and information. If you need advice from Student Support, Disability Services or Money Advice, visit the Support and Wellbeing Tile. It also contains information about:

- Submission of coursework
- Re-sits
- Exams
- Marking and receiving your results

### The Learning Hub

The Learning Hub offer one-to-one and group support to help you develop your academic skills. They can work with you to improve in various areas including:

- The assignment writing process
- Avoiding plagiarism
- Time management
- Revision strategies
- Critical thinking and reading
- Note-taking

You can book via MyLTU **Learning Hub** Tile, or by [learninghub@leedstrinity.ac.uk](mailto:learninghub@leedstrinity.ac.uk)

### Mental Health and Wellbeing

The Student Mental Health and Wellbeing Service can provide you with the support and space to explore and understand your difficulties. Whether you're noticing past distress returning or you are experiencing emotional difficulties for the first time, the service provides the opportunity to talk in confidence about any issues causing concern.

The service can help direct you towards the most appropriate support, whether that be via our qualified and experienced practitioners on campus or via local NHS and non-NHS services.

You can self-refer via this [link](#) and book directly on to workshops [here](#).

### Money Advice

We're here to help with any financial concerns or questions you may have.

Some key areas include:

- Having problems with student finance, or want help applying for student finance when the cycle opens in February/March?
- Unsure about [bursaries and entitlements](#)?



- Want to know more about the [Hardship Fund](#)?
- Look out for more advice and support during National Student Money Week

Contact us: Email: [moneyadvice@leedstrinity.ac.uk](mailto:moneyadvice@leedstrinity.ac.uk)

### **Disability**

Student Support offer advice and guidance on accessing Disabled Student's Allowance (DSA), Learning Support Plans to support students with a disability in engaging with their course, one to one academic support and Dyslexia assessment

Contact: [disability@leedstrinity.ac.uk](mailto:disability@leedstrinity.ac.uk)

### **Student Support**

Available from 9am-5am to discuss any areas where students may feel in need or overwhelmed with any aspect of university life whether that be housing, friendships, academic worries or anything else via [studentsupport@leedstrinity.ac.uk](mailto:studentsupport@leedstrinity.ac.uk) or text/call on 07458109288.